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ABSTRACT

The Tools of the Trade project was undertaken to offer comprehensive job search assistance to adult basic education students in the form of career awareness workshops. The workshops covered the following topics: completing job applications, writing resumes, filling out skill cards, interviewing for a job, analyzing the job market, following up on job leads, networking, and making direct contact with employers. The project was highly successful, serving well over the planned number of clients (42 individuals served as opposed to the initial goal of 25 clients). Of the persons who completed the program, 43 percent (18 persons) are now employed, 7 percent (3 individuals) have entered other training, and 19 percent (8 clients) have met other personal objectives. Another nine project participants (21 percent) were still actively engaged in job-hunting activities at the end of the project. The project's success is especially noteworthy since the community in which the project was undertaken, Mifflin County, Pennsylvania, is a somewhat rural area in which unemployment is still a serious problem. This project report contains many of the materials used during the workshops, including materials dealing with employer expectations, job objectives, skills identification, paper skills (pocket resumes, applications, skill cards, letter-writing guidelines, and resumes), phone contacts, interviewing, and follow up. A 90-item bibliography concludes the document. (MN)

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APPLICATION

DIRECT EMPLOYER CONTACT

RESUME

SKILL
CARD

INTERVIEW

PHONE CONTACT

PERSONAL CONTACT

JOB TARGET

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Tools of the Trade

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Final Report:
"Tools of the Trade"
a self directed job search program

By
Carol Molek, Project Supervisor/Instructor
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R.D. #1, Box 70-A
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June 26, 1987
PDE 310 Project: PA '87-98-7024 \$4750

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Tools of the Trade"
a self directed job search program

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This report is a result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.

Tools of the Trade

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Copies of this report may be obtained from AdvanceE, PDE Resource Center,
Department of Education, 333 Market Street, P.O. Box 911, Harrisburg,
PA 17126-0333.

ABSTRACT

Priority #10 mini-grant

Title: "Tools of the Trade" - a self directed Job Search Program

Address: Tuscarora Intermediate Unit No. 11

R.D. #1, Box 70-A

McVeytown, PA 17051

Director: Kenneth Calkin

Funding: \$4,750

Supervisor/Instructor: Carol Molek

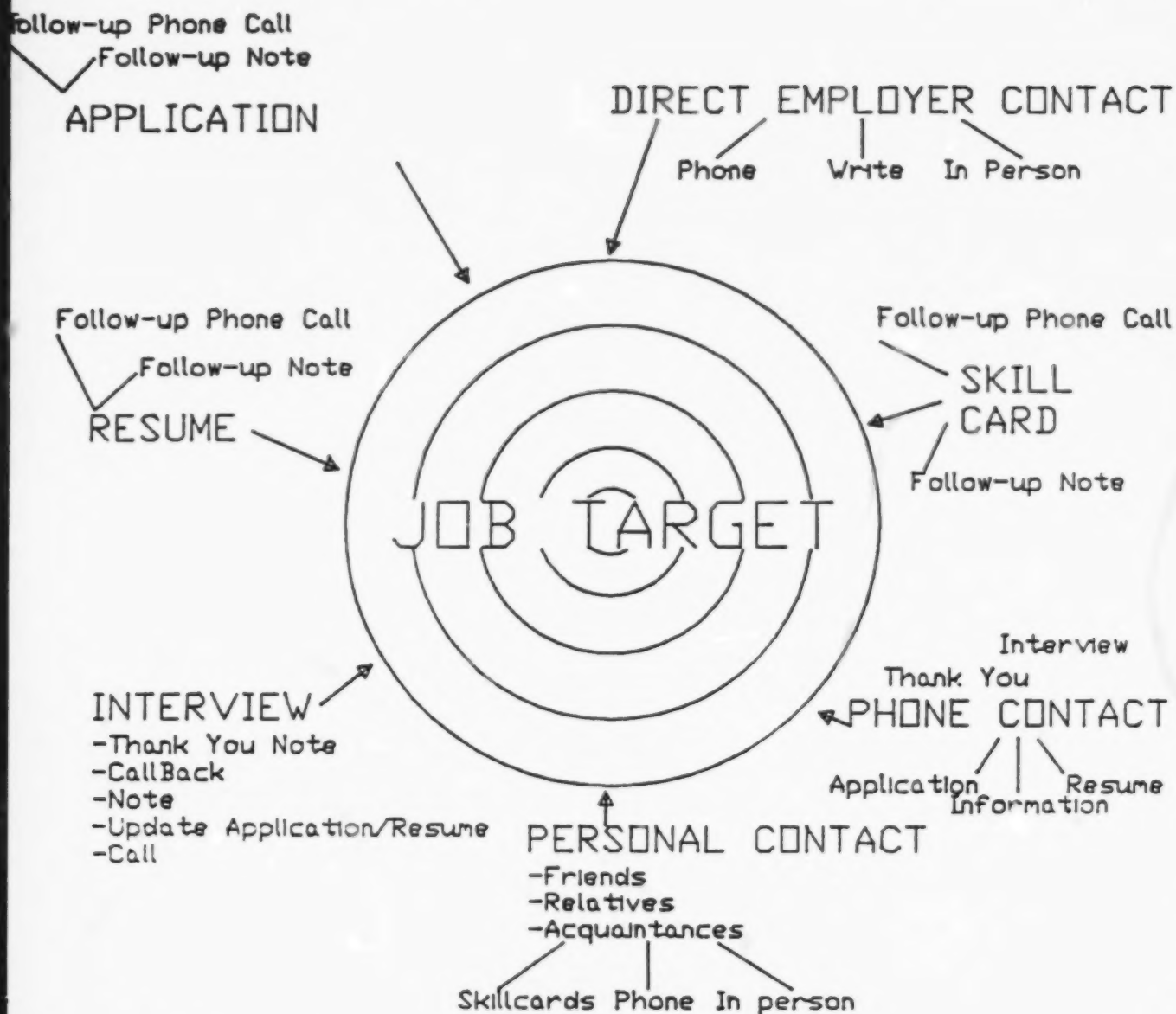
Duration of Project: From 8/24/86 To: 6/27/87

Objectives: Objectives of this job search program were: to provide comprehensive job search assistance to 25 participants (42 served); to provide assessment and counseling activities in order to give participants a better understanding of their own abilities and the occupations for which they are best suited; to provide clients with all the tools needed to succeed in a job search; to assist at least 75% of participants in achieving their personal goals (90% successful - 69% positive termination + 21% active at end of program).

Description: "Tools of the Trade" fulfilled the need of our ABE students to learn how to conduct an effective job search in a community where unemployment is a serious problem. Students learned skills such as: applications, resumes, skill cards, interviewing, the job market, job leads, networking, direct contact with employers, etc. By obtaining specific training in these areas our participants will be at a definite advantage in the job market.

Target Audience: The target group was 25 people from the Mifflin County area showing a strong commitment to finding employment or a better position. Each group consisted of individuals with widely diversified interests and backgrounds. This diversity added to the effectiveness of the group.

Evaluation: This job search project progressed very positively. We were well over our planned enrollment (25 planned, 42 served). Of those students terminated 43% (18 persons) are now employed, 7% (3) have entered other training, and 19% (8) have met other personal objectives. This success rate is very encouraging since it does not include 9 participants (21%) who at the end of the project were still actively job hunting.



Tools of the Trade

Introduction
"Tools of the Trade"
a self directed job search program

"Tools of the Trade" addressed state priority #10: small grant for the purpose of supporting a specific need of our local program.

In the "Tools of the Trade" job search program adult students learned to conduct an effective job search in a community where unemployment is still a serious problem. In a somewhat rural area where opportunities are limited it is particularly important for people looking for employment to be trained to succeed at this goal. As always in the job market, it is not always the best skilled person who succeeds in getting a particular job, but the person with the best job search skills.

The vast majority of job seekers have had no formal instruction in the job search. Our participants, having mastered the tools of the job seeking trade, have a firm advantage over the general public.

The target group was approximately 20-30 people (groups of 6 beginning every 6 weeks) from the Mifflin County area identified through guidance counselors and teacher referrals within the ABE and GED programs. Other recruitment was conducted through the media and through referrals from local agencies. Those persons selected showed a strong commitment to finding employment or if employed, to finding a position better suited to their needs. Each job search group consisted of individuals with widely different skills, personal backgrounds, ages, job histories. The diversity of the group added to its effectiveness. The needs of this group were met through the job search program.

"Tools of the Trade" was well received by our community. A similar program funded by JTPA operates in our center and many of our 306 ABE and GED students had expressed a desire to also participate in a job search workshop. This 310 project allowed people who were not JTPA eligible to benefit from the Job Search instruction.

Job seeking skills emphasized in the workshop included: research of employment opportunities, information sources, application forms, resume writing, interviewing, job leads, the hidden job market, and other job retention skills. Group involvement in discussions was stressed since one of the goals of the program was the development of verbal communication skills. Frequent direct contact with the job market was required. The use of the telephone to elicit job leads as well as a variety of other non-traditional techniques were employed. An active rather than passive participation was required.

The structure of the curriculum was flexible with changes being made to meet the needs of each particular group. The text used was The Workbook by Farr, Gaither, & Pickrell. Various other materials were utilized from J.I.S.T. (Job Information and Seeking Training, Company) and other sources. The J.I.S.T. system was developed by one of the leading job search consulting firms in the country and has had thousands of people trained by these methods in successful job seeking programs.

Methods of instruction included: text reading and written exercises, lecture, group discussion, use of overhead transparencies, participant directed activities, role playing and direct contact with the job market. Interviewing techniques were practiced with the use of VCR recording equipment so students could supportively criticize their own and other's interview performances.

The time frame for "Tools of the Trade" was from August '86 through June '87. Workshops were held at approximately 6 week intervals. Each workshop lasted 4 weeks meeting about 6-8 hours a week. In addition participants met with staff and counselors individually for follow-up sessions.

No new workshop was scheduled to begin after April; however, because of the high demand another workshop was held beginning in May. Because of this late start 9 participants are still actively pursuing their job hunting at the end of the project.

Staff contributing to this project were Tuscarora Intermediate Unit #11 personnel: Kenneth Calkin, Project Director; Carol Molek, Project Supervisor/Instructor; Jack McCurdy, Counselor/Instructor; and Ginger Shade, Secretary.

This report is directed towards: adult education supervisors, instructors, and counselors. It is hoped that the information and the example provided will serve as a model for other agencies wishing to establish a job search curriculum as part of their adult basic education curriculum.

Permanent copies of the report are on file with the Pennsylvania Department of education, 333 Market Street, Harrisburg, PA 17126-0333; and AdvancE, Pennsylvania Department of Education Resource Center, Department of Education 333 Market Street, Harrisburg, PA 17126-0333.

Specific inquiries concerning course content or methods may be directed to Carol Molek - 717-248-4942.

Administration

The proposed project was administered by the Tuscarora Intermediate Unit No. 11. The T.I.U. is a local educational agency which provides educational and management services to 9 school districts and 2 area vocational technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The major programs administered by T.I.U. include: Data Processing, Finance and Business Management, In-Service Education, Curriculum Improvement Services, Instructional Materials Services, Non-Public School Services, and Special Education Programs. In addition, the Intermediate Unit operates the Industry/Education Co-ordination Program.

The Intermediate Unit operates the 306 ABE and GED Programs, 2 other 310 projects, the GED Alumni Association, JTPA ABE/GED programs and JTPA Job Search program at the Juniata-Mifflin Area Vocational-Technical School.

Objectives

Specific objectives of the job search program "Tools of the Trade" were:

1. To provide comprehensive job search assistance to 25 participants (42 served). Participants were defined as persons attending one or more sessions of the project, excluding the brief orientation session.
2. To provide assessment and counseling activities, giving participants a better understanding of their own abilities and the specific occupations best suited to their interests and skills. Participants were able to list at least 10 of their skills and define them by offering "proof by example." Participants arrived at 3 possible job choices towards which to direct their job search. An awareness of the requirements and activities of those occupations benefited clients in their preparation for interviews.
3. To provide "paper" skills: applications, resumes, skill cards, letters.
4. To develop interviewing skills specifically using video equipment in a mock interview situation.
5. To help participants construct an effective job search plan.
6. To assist at least 50% of participants to find jobs. 43% employed - 21% still actively looking at project end.
7. To assist another 25% of participants to fulfill their own personal goals, i.e., training programs, night classes, etc.

See Evaluation for termination breakdown.

Objectives of "Tools of the Trade" were all fully realized. The information included in this report will hopefully give other practitioners guidelines as to how to operate a similar program.

General Design

Following is an outline describing the general design of the Job Search Program. The structured classroom activities constituted about 30 training hours. Individual activities ranged from an additional 10-40 hours.

Job Search Workshop

Session #1

- introductions
- Program goals/Objectives
- Program format
- Psychological aspects of job search
- Job Objectives - clear/unclear
- Job Market
- Your marketability in the job market
- How jobs become available
- Hidden vs. Visible jobs
- Why people remain unemployed
- Employer expectations - appearance, dependability, reliability, skills

Session #2

- Identifying interests
- Identifying skills
- Setting career goals
- Training
- Guidance Information System - computer work
- Pocket resumes
- Application forms
- Cover letters

Session #3

- Information interview
- Advisor visits
- Interview (fashion show, exercises, etc.)
- Resume

Session #4

- Phone contacts
- Phone techniques
- Researching hidden market
- Methods to make contact
- Direct contact with hidden job market
- Job leads in visible market
- Answering ads
- Prospecting
- Networking
- Preparing for job search
- Developing job leads
- Planning the search
- Wrap-up

Follow-Up Sessions #5 and #6

- Individual self-directed job search
- Individual counseling
- Individual assistance with letter writing and resume revisions

Methods/Materials

The following pages are examples of methods/materials developed or adapted for the "Tools of the Trade" program that have proved to be very successful.

In our introductory session of Job Search information about job trends and career opportunities was discussed. Also an explanation was given to clarify the difference between our self directed program and other job search training.

Self Directed Job Search

Self-help
(I'll find a job for myself)

Training
(I can learn job-finding skills.)

Active
(I'll make an effort daily, e.g. at least 30 calls a day.)

Direct
(I'll contact employers.)

Hidden job market
(I'll discover available jobs yet to be published.)

Support
(I really don't have any excuse not looking for work.)

Group Setting
(I'm not the only one in this situation; others are trying, so should I.)

NON-Self Directed Job Search

Agency dependency
(You need us to locate a job for you.)

Advice
(We'll tell you what to do.)

Passive
(Come in when we call.)

Indirect
(We'll contact employers for you.)

Visible job market
(The available jobs are listed here.)

Services
(They aren't doing enough for me.)

Isolated Individual
(Others don't have it as bad as I do. Why should I try?)

Introduction

On a continuing basis, current news, magazines or other materials would be introduced in the workshop. Using such resources helped to eliminate the sense of isolation a job searcher often has. The partial article that follows came from The Philadelphia Inquirer and reemphasized the importance of personal appearance when job hunting. This was stressed in all aspects of the Job Search Workshop.

For job applicants, the hard fact is that first impressions do count

Jan Heys
Philadelphia Inquirer Staff Writer

Judith Waters, a psychologist, is a lesson for job applicants on first impressions. The lesson comes with a warning: It's not, and most people don't like

The lesson: In less time than it takes to say hello, a personnel manager will judge an applicant's size, how he stands and speaks, how he wears his clothes, and whether the clothes fit, are neat and are appropriate. If he dislikes something and there is plenty of competition for the position, he may decide the applicant isn't right for the job. Sorry. No way, no chance.

"It's easier for them to decide they don't like you," Waters said. Never mind that Mother always said you can't judge a book by its cover, beauty is only skin deep and it's what's inside that counts. In the real world, which often makes judgments based on first impressions, appearance matters.

"We live in a fast-moving age," said Albert Kilgman, professor of cosmetology at the University of Pennsylvania. "A lot of interactions are one-time. Appearance counts very heavily, any way anyone measures it. We like to think we're judged on our merits. We're judged on our appearance."

Deep down, even Mother knew that. Why else did she constantly tell you to tuck in your shirttail and comb your hair?

A personnel officer will make a decision not to hire an applicant within a minute after they meet, according to a survey conducted by Waters, an associate professor of psychology at Fairleigh Dickinson University in Madison, N.J.

A personnel officer might decide not to hire an applicant within a minute after they meet, according to a survey conducted by one psychologist.

The discrimination doesn't end there.

By being well-groomed and looking professional and competent, a woman with the same skills as her co-workers may earn an additional 8 percent to 20 percent, she said.

"Yes, it's unfair," said Waters, who interviewed 120 personnel managers. "I get a lot of hate mail I could really live without. It's as if I invented this: If I didn't talk about it, it would go away. It doesn't."

She's not saying that first impressions are always right; she's just saying that quick judgments, based on appearances, are often made.

"The big danger in first impressions is that somebody will reject you and never get to know what a nice person you are, how bright you are, how fun you are," she said. "It's unfair, but it exists."

Waters is not alone in her belief. Sales are made or lost in the first 30 seconds, said Elaine Postle, president of the Image Institute in New York City. She helps corporations such as hotels and airlines, as well as individuals, shape the image they project.

"If a door-to-door salesman looks a little too slick, we're wary of him, we're looking for a gimmick," said Postle. "If he is dressed conservatively, he instills confidence; we're apt to listen to him, believe what he or she says."

It's not just the business world

for jewels and furs.

We size up strangers we meet on the street, at Little League games and at social functions.

"It's amazing, you make a decision on people without realizing it," said Postle.

"When people look at you, they even put you in a social-economic category. They decide if you're wealthy, poor, well-educated, in a good position and important or not."

A man with broad shoulders might be mistaken for a dockworker. A man with a slight build, wearing a white shirt and dark tie, might be mistaken for an accountant. A person who takes note of footwear might assume that a woman wearing shoes with straps works in a dress shop. If she's wearing simple pumps, it's assumed she works in an office.

Those who make quick judgments don't stop at a person's occupation.

They go on to guess hobbies, number of credit cards, whether the favorite television show is *The Duke of Hazard* or *60 Minutes* — all in a glance. After all, Mother always said not to stare.

"People like to play detective, play Sherlock Holmes," said Waters. "They look for clues automatically — rundown shoes or dirt under the fingernails. They are not aware of the fact that they are

calling too much attention."

Often, what people notice at first glance is dictated by their own interests and occupations.

Clothing notices the way a person is dressed.

"I think we do form an opinion based on visual image," she said. "It's sometimes wrong. I think it takes a long time to overcome it."

Said Amelia Blassin, president of Blassinova, a New York City consulting firm for the cosmetics and fragrance industry: "Really, the first thing people notice — they say they notice the eyes or lips, that's not true — it's the hair, by far."

The hair is so easily taken in. When you are looking at someone across the room, you are not aware of makeup or eyes that are so expressive, but you notice if they have blond or red hair, are bearded or not bearded.

We're taught very young that looks are important.

"Think about fairy tales — Sleeping Beauty," said Waters. "When the prince kissed her, it was love at first sight. What does she know about him? He could be mean to dogs and children. And another prince didn't recognize Cinderella unless she was dressed up."

Waters knows personally the importance of appearance. She was once asked by a company to conduct a stress management workshop. "The people asked to see me," she recalled. "I have a reputation I'm proud of. They wanted to know if I was attractive or not. I refused to go."

Instead, she launched the study on how much a woman's attractiveness counts in the workplace. What she found applies to both men and women. The more competition there is, the more important image and appearance become.

Employer Expectations

Our first main topic after our introductory Job Search session was employer expectations. In developing the proper "mind set" for the job hunt employer's expectations must be first and foremost in the job seeker's mind. Each job search participant conducted a survey of employers in the community to find out what their expectations were. This direct contact with the job market encouraged an active, rather than passive, participation in the workshop.

Participants were asked repeatedly in the workshop to describe their assets in terms they knew would fulfill employer expectations.

Employer Expectations

Directions: Give 2 examples for each of the following statements that apply to you from your own experiences. Remember, your goal is to show the employer the assets you have that will most fulfill his/her expectations.

1. You have a good attendance record. _____

2. You get to work on time. _____

3. You try to do your best. _____

4. You work for every penny of your pay. _____

5. You are honest and can be trusted. _____

6. You do your best on every job assigned. _____

7. You try to learn something at every opportunity. _____

8. You are willing to learn and can learn quickly. _____

9. You follow all the company rules and directions. _____

10. You get along well with other workers. _____

11. You get along well with supervisors. _____

12. You are neat and careful around equipment and machines. _____

13. You are friendly but business minded during the work day. _____

14. You rarely complain, and then only to the immediate supervisor. _____

15. You are not a clock watcher and will work till the task is completed. _____

16. You only ask for advancement when you can prove you can handle higher levels of responsibility. _____

17. You are willing to admit your mistakes and work towards correction of them. _____

18. You do not try to seek sympathy from other workers or instigate personal problems. _____

Employer Expectations (continued)

19. You leave all your family problems at home or seek aid from your supervisor if your work may be affected by the issue. _____

20. List other positive statements that describe yourself as a good employee. _____

Job Objectives

In Job Search we encouraged participants to analyze their needs (monetarily and other) when making decisions on the direction their job search should take.

MINIMUM SALARY CHECKLIST

It can cost you money to work. Consider the kind of job you want. Try to estimate the amount you will spend each month on the following items. If another member of your family is working, you might use their expenses to give you an idea about yours.

A. Monthly Job-related Expenses

Transportation \$ _____
Lunches _____
Child Care _____
Clothes _____
Household _____
Other (Eating out more often) _____

Using the total in A., add the minimum amount of money you must take home in order to satisfy the reasons you are seeking work. (Must you work to pay your rent, to buy a car. What do you need to make monthly to meet this goal?)

B. Monthly Actual of Net Income Required

A. Total \$ _____
+
Needs _____
B. Total \$ _____

Finally, using your last total, add on 20 percent to give you a rough estimate of the minimum gross income you must make. (This percentage covers payroll deductions such as Federal income tax, social security, State income tax, health insurance, etc.)

Required Gross Income

B. Total \$ _____
+
20% _____
Total \$ _____

The final total you come to is a rough approximation of your required minimum salary. Remember, this figure relates to what the person hiring you quotes as your gross salary, not to your actual take home pay. That is the B. Total.

THINGS TO CONSIDER IN JOB SELECTION

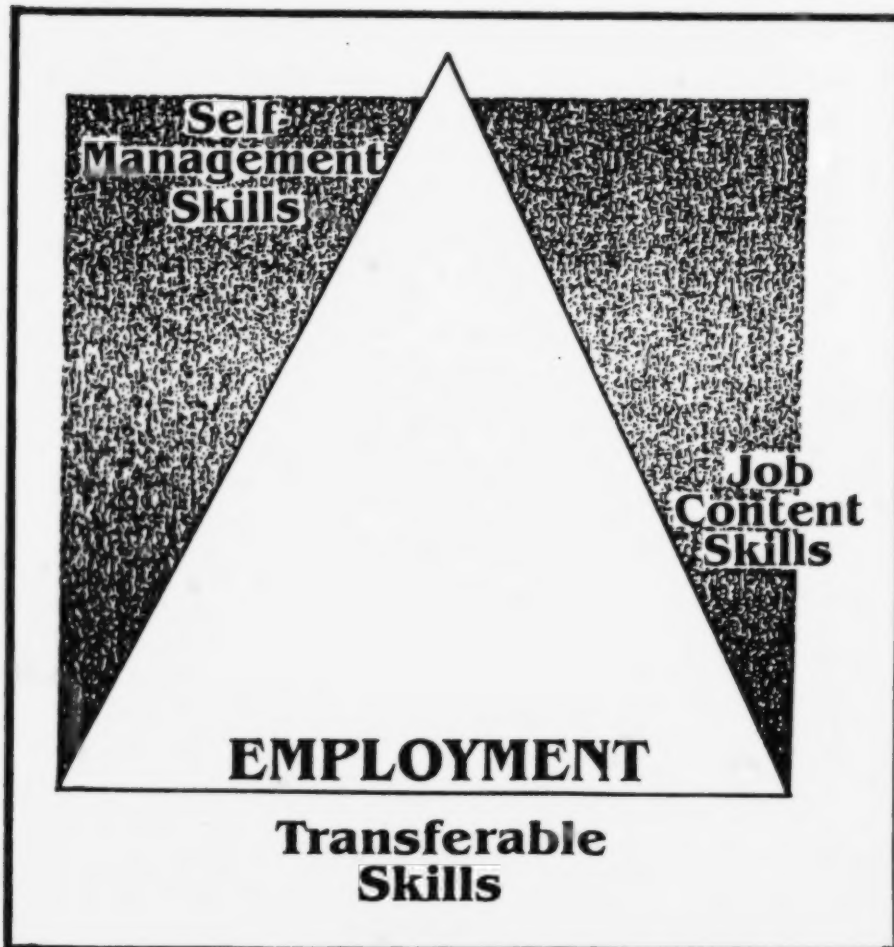
It is hard to find a job that has everything you want, but you can decide what things are important to you. Following is a chart that shows things to consider when choosing a job. Read each one and decide which ones are most important to you. Rank the top five (5) in order of importance to you.

____ Salary	Will the wages provide for your living costs? How do the wages for one company compare to another company's?
____ Job Security	How steady is the job? Are there seasonal layoffs? Will changes in technology effect the future of the job?
____ Working Conditions	Are working conditions pleasant and comfortable? Is the workplace clean? Are you working indoors or outdoors?
____ Location	How far is the job from your house? Is there parking? City transportation? Do you have to move to another city to take the job?
____ Kind of Work	Does the job fit your interest and abilities? Do you know what things you will be doing on the job?
____ Training & Educational Opportunities	Will you get training on the job to improve your work skills?
____ Advancement	Is there a chance for raises or promotion? Have other employees gotten raises or promotions regularly?
____ Company Reputation	Do people in the town or community feel good about the company? How long has the company been in business?
____ Employee Benefits	What kind of extras does the employer offer? (Sick leave, vacation pay, medical insurance?)
____ Hours	What hours do you work? Do your hours change from week to week? Will you be required to work overtime?
____ Fellow Workers	With whom will you work? Are they easy to get along with? Are they friendly and pleasant?
____ Immediate Supervisor	What will the boss be like? Will the boss be fair? Easy to get along with? Accessible?

Skills Identification

Of all the benefits obtained by participants of our Job Search Programs the area that clients felt most benefited them was learning to identify their skills.

Participants were trained to analyze their total life skills, not to limit themselves to their talents in only one area of their lives. We viewed skills as a triad containing self management, transferable, and job content skills. Once our students had come to realize they possessed hundreds of skills many of which were very marketable on the job hunt, their confidence was immeasurably increased.



Some tools used for skill identification were:

"I can" lists for homemakers from Project HAVE Skills, Women's Workbook by Ruth Ekstrom, '81 Educational Testing Service, Princeton, NJ.

CHILD CARE SPECIALIST

The child care specialist is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child care specialist must assess the child's needs, identify the appropriate care, and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child care specialist, I can:

- Identify the nutritional needs of the child (see Cook/Nutritionist), including:
 - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).
 - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
 - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe, stimulating environment for a child, including:
 - Providing safe bedding for an infant.
 - Providing a stimulating play environment appropriate for a preschool child.
 - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
 - Teaching school age children how to identify safe play areas.
 - Purchasing or making materials to develop a child's intellectual and physical growth.
 - Teaching the child games and activities appropriate to her/his age and interests.

Transferable Skill Lists

Adapted from: Richard Nelson Bolles,
What Color Is My Parachute? (Berkeley,
CA: Ten Speed Press, 1984).

organizing written and numerical data
filing
clerical ability
operating business machines and data processing machines
copying
expert at learning and remembering numbers
taking inventory
arithmetical skills
managing money
financial planning and management
developing a budget
budget planning
extremely economical
develop rapport/trust
inspiring trust in the minds and hearts of others
encouraging people
helping people identify their own intelligent self-interest
selling ideas or products

enabling/facilitating personal growth and
development

helping other people make their own
discoveries in knowledge
counseling
discussion group leadership
training and development
training someone in something
customer relations and services
sensitivity to others
ability to relate to people
listening intently and accurately
keen ability to put self in someone
else's shoes
empathy: instinctively understanding
how someone else feels
understanding: tact, diplomacy and

Personality Skill Lists

Adapted from: Dick Gaither, Indianapolis,
IN: JIST Works, Inc., 1985).

☐ academic
☐ adaptable
☐ aggressive
☐ artistic
☐ bold
☐ calm
☐ charming
☐ clever
☐ confident
☐ considerate
☐ courageous
☐ daring
☐ dependable

☐ active
☐ adventurous
☐ alert
☐ assertive
☐ broadminded
☐ careful
☐ cheerful
☐ competent
☐ conscientious
☐ cool
☐ creative
☐ deliberate
☐ determined

☐ accurate
☐ affectionate
☐ ambitious
☐ attractive
☐ businesslike
☐ cautious
☐ clear-thinking
☐ competitive
☐ conservative
☐ cooperative
☐ curious
☐ democratic
☐ dignified

Once clients had a good grasp of their skills we concentrated on developing the communication skills necessary for them to describe their skills to others.

The "proof by example method" was most effective:

1. Present a concrete example 1 at a time - most extraordinary	While at my last job, I operated all types of office equipment including typewriter, copy machine, computer, dictaphone, electronic calculator, dicta machine
2. Qualify example; describe circumstances who - what - when - where - why - how	I have had experience using these machines at the law office of Brown & Fry from 1/1984 to 3/1987.
3. Quantify example with measureable data \$, times, #'s	Because of the extended length of time at Brown & Fry, I was able to increase my typing speed to 75/wpm, was able to type 20 letters per word with 3 errors and was able to use the calculator with complete accuracy.
4. Specify results....What happened? hard data - adaptive data	I was able to work at a high rate of efficiency which enabled me to keep up with the flow of paperwork with virtually no errors because of my speed and accuracy. I saved myself and employer time and money.
5. Link and think: How will your skill benefit this employer?	My past experience at Brown & Fry allowed me to learn office equip. with speed and accuracy. I feel I can be a great asset to your company b/c I will save you not only time but also money.

Paper Skills

"Paper" skills covered in "Tools of the Trade" training were applications, resumes, pocket resumes, skill cards, letters. The **Pocket Resume** provided a handy reference of all pertinent information for filling out applications or interviewing. This tool was a real security for clients who were afraid of forgetting important facts.

EDUCATION & TRAINING				
School	Name of School and Complete Address	From mo yr	To mo yr	Full Time
Primary				
Junior High				
Senior High				
College				

WORK HISTORY	
Oth	Name of Organization _____
Oth	Location _____ (Street Address) (City) (State) (Zip)
Oth	Kind of Organization _____
GSI	Telephone _____ Dates Employed from _____ to _____
Circ	Job Title _____
	Full-Time? _____ Part-Time? _____ Number of Hours Per Week _____
	Starting Salary _____ Final Salary _____
	Supervisor's Name _____
	Specific Duties and Responsibilities _____

	Machines, Tools, Equipment I Used _____

	Reason for Leaving _____

JOB SEARCH



POCKET RESUME

JOB OBJECTIVE	
	Position Desired _____
	Salary Desired _____
	Date Available to Start Work _____
	Hours Available for Work _____
	Days Available for Work _____
	Driver's License (Number) _____ (Type) _____
	Certification, Registration, Licenses _____
	Professional Organizations _____
	Hobbies, Interests, Leisure Activities _____
	Special Skills, Abilities, Experience, Training _____

	Ever Been Convicted of a Felony _____ If yes, explain _____

	Physical or Health Limitations _____

Applications

Students were instructed on the best ways to answer questions on applications. A variety of applications were filled out and evaluated. Even participants who were sure they knew the right way to complete applications were surprised to learn they could improve. Participants learned to recognize evaluation criteria that they would be judged by (see below) and also how to be prepared for interviewing by analyzing applications.

EVALUATION FORM				EMPLOYMENT OFFICE USE	
	Favorable	Average	Unfavorable		
Appearance	☐	☐	☐	1st interview by:	Date:
Personality	☐	☐	☐	2nd interview by:	Date:
Speech	☐	☐	☐	Date of Hire:	
Apparent Intelligence	☐	☐	☐	Department:	
Job Stability	☐	☐	☐	Position:	
Attitude	☐	☐	☐	Rate:	
Aggressiveness	☐	☐	☐	Best suited for: Sales ☐ Sales Supporting ☐	

COMMENTS

TO BE COMPLETED BY STATION MANAGER AFTER EMPLOYMENT				SEX	DATE OF BIRTH
POSITION HIRED FOR: ☐ ATTENDANT ☐ CASHIER ☐ C-CLERK ☐ PART-TIME ☐ FULL-TIME				☐ MALE ☐ FEMALE	
REMARKS:				DATE OF HIRE	EQUAL OPPORTUNITY GROUP 1 2 3 4 5
STATION MANAGER					VETERAN/HANDICAPPED STATUS 1 2 3 4
					DATE

INTERVIEWER'S COMMENTS _____

 Reference Check Information _____

Interviewer's Signature _____

Skill Cards

We had Skill Cards professionally printed for those clients interested. This was a most successful job search tool used in a wide variety of situations to make our job seekers really stand out from the crowd.

Marjorie Aguilar Message: (717) 248-4942 Position Desired: Salesperson Skills: Nine years experience in sales dealing with public and good communication skills with aptitude. Can keep records. Have a very like a lot of activity. Aggressive - Self-confident	Mary L. Tate Home: (717) 248-9245 Message: (717) 248-7723 Position Desired: Health Care Field Skills: 5 years experience in home health care. Communicate well with people, understand family relationships and problems of the ill. Have practical insight into the needs and concerns of the elderly. Work well as part of a team. Desire a career oriented position. Home health care aide certified. Dependable, healthy, ability to learn.
Julia Edmiston Home: (717) 248-5114 Messages: (717) 248-1398 Position Desired: General Office Clerk/ Receptionist Skills: 26 months experience performing general	file, use telephone machine, calculator. is, basic bookkeeping, and currency. Good skills. Enjoy working to learn and flexible.
Duane Wagner Home: (717) 242-1242 Position Desired: Factory or Production Skills: 2 years experience in weave room of cotton mill. As spare hand, learned various tasks quickly and progressed to position of weaver. Operated looms, tow truck in production of denim. 2 years experience on production line in food processing plant. Advanced from general laborer to semi-skilled worker. Mixed dough and worked on assembly line. Capable of quickly learning new skills. Can work independently with little supervision or effectively as part of team. Hardworking. Dependable, Alert, Strong	dable

Letter Writing

In Job Search we assisted all participants in writing cover letters and we also emphasized the importance and usefulness of thank you notes.

Outline for a Cover Letter

Your Present Address
City, State Zip Code
Date of Writing

Mr. John Doe
Title C
Company
Street Address
City, State Zip Code

Dear Mr. Doe:

1st paragraph - Tell why you are writing: name the position, or field, or general occupation area about which you are asking. If you know of a specific job opening, mention it. When responding to an advertisement, be sure to include the name and date of the publication in which it was placed. If referred by a contact person, mention the fact and include the person's name in your opening sentence.

2nd paragraph - Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to his point of view. Tell why you are particularly interested in his company, location, or type of work. If you have had related experience, or specialized training, be sure to point it out.

3rd paragraph - Refer the reader to the enclosed resume, application, or the median which gives information concerning your qualifications.

4th paragraph - Close by making a specific request for an interview. Make sure your closing is not vague, but makes a specific action from the reader likely. Inform them that you will be getting in touch with him/her during the next week.

Sincerely,

(Your Handwritten Signature)

Type your name

Enclosure

~~XXXXXXXXXX~~
~~XXXXXXXXXX~~
December 18, 1984

Mr. Ken Lafen
J-Wood
Box 367
Milroy, PA 17063

Dear Mr. Lafen:

I am seeking a position with your company as a general factory worker. I am very interested in this type of manual work and I know I would enjoy working for your company.

I can work with little supervision and can follow detailed instructions as demonstrated with past experience as a factory worker. I have done sanding and drilling and other woodwork at Fisher Electronics and on my own.

Please note my attached resume for additional information concerning my qualifications. My personal references are available upon request.

I would appreciate an application for employment and an interview with you at your convenience. Please contact me at (717) 9~~XXXXXXXXXX~~ or (814) ~~XXXXXXXXXX~~ or by writing to the above address.

Thank you for your consideration.

Sincerely,

~~XXXXXXXXXX~~

Letters

WHEN?

With application - goal: interview
With resume - goal: interview
With Skill Card - goal: interview

Thank yous - for time on phone
for information
for interview
for job offer
for job rejection - keep in mind for other jobs
- call back later
- refer to others

Resumes

Each Job Search participant left the program feeling confident that they had a resume which best reflected his or her assets. Students wrote their own resumes which were then professionally critiqued, corrected, and typed. By keeping an accessible notebook of over 200 resumes written at our Adult Center, participants could use examples of their successful peers' resumes to model their own.

An example from our notebook follows:

Eileen G. Lukens
132 Logan Street
Lewistown, PA 17044

Home: (717) 242-3054
Message: (717) 248-8079

Position Desired: Sales

EXPERIENCE:

Sales/Crafts:

Lewistown Macrame Shop, Lewistown, PA ('85-present).
Duties include: managing the shop in owner's absence, reordering materials, waiting on customers, helping with selections, reading patterns and assisting customers with projects, doing creative wall displays. Operate various machines: jigsaw, cash register, sewing machine. Receive materials for my use as compensation.

Community Service:

Girl Scouts - LEADER ('85-present).
Responsible for planning and holding meetings weekly for 5 girls. Organize trips, co-ordinated fundraising, camp leader.

Production:

Junata Garment, Mifflintown, PA ('83-'84).
Operated single needle machine to make close skirts. Maintained piece rate. Accurate workmanship.

Arrow Plant, Lewistown, PA ('75-'76).
Duties: used a narrow machine (safety stitch machine) to attach liner to shirt fronts. Also used press to prepare various parts of shirts ready for assembly line.

Scruffy's Fashions, Lewistown, PA ('73-'75).
Duties: made collars on a single needle machine, topstitched collars also. Made and topstitched cuffs.

EDUCATION:

Adult Education I.L.U. Center, Junata-Mifflin Area Vocational-Technical School, Lewistown, PA - Job Search/Re-Entry Program, General Education Development Course ('87)

MultiMedia Standard First Aid - current certification

Lewistown High School, Lewistown, PA ('73-'75) - business courses

Phone Contacts

Participants of "Tools of the Trade" learned that the phone can be an extremely effective job search tool. We stressed when to use the phone. Students composed a phone script and used it!

Phone Contacts

WHEN?

Information - about jobs/skills/careers/training/job leads

Cold contact - give skills - goal: interview

Application follow-up - goal: interview

Resume follow-up - goal: interview

Skill Card follow-up - call back - goal: interview

Personal Contacts

friends

relatives

acquaintances

Interview follow-up - call back

Has decision been made?

When will decision be made?

May I call back?

Thank person for the time they spent interviewing you

If you don't get the job:

Can you give me any suggestions to improve my interviewing?

Can you think of anyone who might be able to use someone with my skills?

Do you know of anyone else who is hiring?

Can you give me anyone's name who might be able to help me? (May I say you referred me?)

Can you tell me how I compare to other applicants?

Can I call you in a month to see if there are any openings?

Will you keep me in mind if any openings arise?

Can I send you my updated application/resume?

Thank person for the time they spent interviewing you.

THE MECHANICS OF PHONE CONTACTS

Putting the Contact Together

Now it's time for you to put all four of the basic parts together. Below, write out the basic phone contact you will use. Use those phrases you feel comfortable using.

1) THE NAME:

2) THE JOB:

3) THE HOOK:

4) THE GOAL:

Go over this presentation with your friends, family, other job hunters, your counselor or yourself until you feel it's "right" for you. PRACTICE (if you are tired of seeing this word, you will see it again) until you can do it and feel good with it.

Interviewing

In our interviewing instruction we use of video equipment as an invaluable tool for self and group analysis. Along with this practice we discussed problem questions, illegal questions, most asked questions, and body language.

CHECK YOUR BODY LANGUAGE

We can communicate as much with what our bodies say as with what we say in our speech. Below are some examples to think over in assessing how assertive body language is. Mark each one either *S* or *I*, after you have thought over the response each action would bring.

S: Satisfactory

I: Improvement needed

Assertive

- ☐ Direct eye contact
- ☐ Open, relaxed facial expression
- ☐ Firm voice
- ☐ Emphasize key words
- ☐ Well-balanced posture
- ☐ Relaxed demeanor
- ☐ Gesture to emphasize key points

Aggressive

- ☐ Stare into distance
- ☐ Bored expression
- ☐ Tight-lipped
- ☐ Clenched teeth
- ☐ Rapid speech
- ☐ Overly loud
- ☐ Condescending manner
- ☐ Pound fists
- ☐ Point finger
- ☐ Hands on hips

Nonassertive

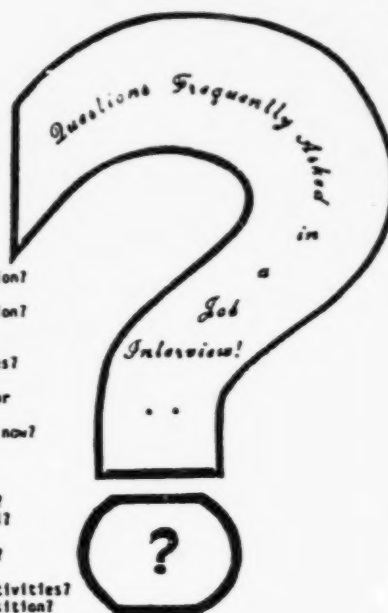
- ☐ Downcast eyes
- ☐ Rapid blinking
- ☐ Inappropriate smiling
- ☐ Inappropriate laughter
- ☐ Biting lips
- ☐ Wetting lips
- ☐ Clearing throat
- ☐ Wrinkled forehead
- ☐ Very soft speech
- ☐ Whine
- ☐ Cover mouth when speaking
- ☐ Excessive nodding
- ☐ Fiddle with glasses, jewelry

Interview Questions

1. Tell me about yourself.
2. How many hours a day do you think a person should spend on his job?
3. What do you feel is an acceptable attendance record?
4. Where do you want to be professionally in ten years?
5. What is unique about yourself?
6. What have you done that indicates you are qualified for this job?
7. What do you think about (insert a current event of some controversy like the abolition of the death penalty)?
8. Do you have any questions?
9. Have you encountered any health problems? What do you do about your health?

QUESTIONS

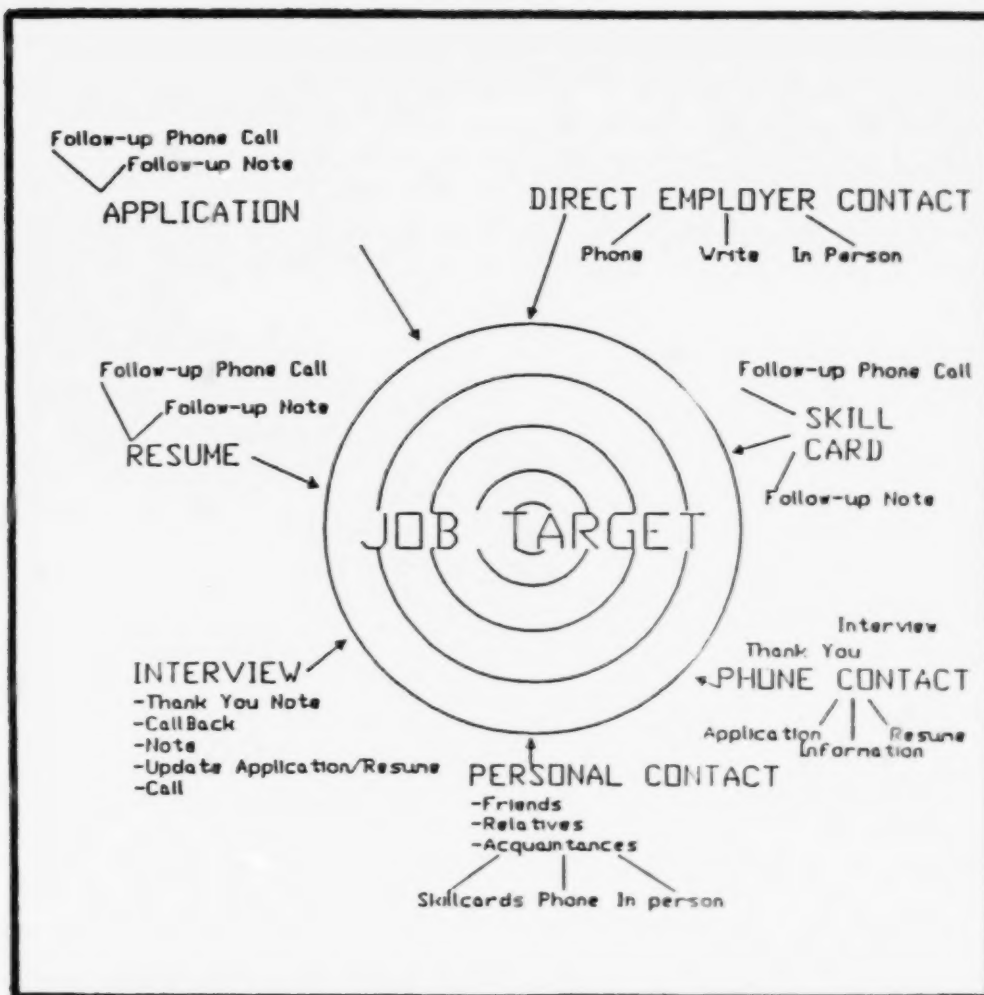
1. What can I do for you?
2. Why do you want to obtain a job with this organization?
3. What position or type of job interests you most?
4. Why are you interested in this type of job or position?
5. What kind of work do you enjoy most?
6. How would you describe yourself?
7. What are your long and short-range goals or objectives?
8. How do you plan to achieve your career goals?
9. What kind of position would you like to be in five or ten years from now?
10. What would you like to be doing five/ten years from now?
11. Why should I hire you?
12. What are your strengths?
13. What are your weaknesses?
14. What subject(s) do (or did) you like best in school?
15. What subject(s) do (or did) you like least in school?
16. Do you plan to continue your education?
17. How has your education prepared you for your career?
18. In what types of activities have you participated?
19. What have you learned from your participation in activities?
20. What would you look for in an applicant for this position?
21. What training have you had that qualifies you for this position?
22. What qualities do you possess that make you think you will be successful in this business?
23. In what ways do you think you can make a contribution to this organization?
24. Explain your last five to ten years of employment?
25. Why are you looking for a change in employment?
26. What is your opinion of your current or last employer?
27. Does your present employer know that you are interviewing for a different job?
28. May we call your present employer to get a comment on your job performance?



Follow-up

The most important concept taught in "Tools of the Trade" was the idea that the job search must be a continuous process with many approaches taken towards each job prospect. The key word was follow-up. Without follow-up the job search becomes a series of dead ends.

The job target illustration promoted the idea of all the tools available for each job target attempted. Participants were asked to keep records of each arrow they used attacking each job target in their job search plan.



Public Relations

Public relations to be used for "Tools of the Trade" - a self directed job search program, concentrated on reporting of funding and advertising in the media. When the program began in August '86 a press release was prepared and distributed for the media describing the origin of the funding and the goals and purposes of the training program. The information emphasized the public service aspect of the program, i.e. that "Tools of the Trade" would help to better serve adults of Mifflin County in their search for employment or better positions.

Success of participants was reported and made a part of our January and June graduation ceremonies. A successful Job Search participant was a featured speaker at the January graduation.

"Tools of the Trade" enjoyed the same degree of successful media coverage as our other adult programs at the Juniata-Mifflin Area Vocational-Technical School. The local media has been co-operative and enthusiastic in reporting the progress of our programs as they have grown.

THE COUNTY OBSERVER

JOB SEARCH--A new year -- a new job! Free workshop to learn job search skills. Applications, resumes, interviewing, more. Job Search Works! Begins January 20. Call Adult Center -- 248-4942. (1-14)

JOB SEARCH WORKSHOP -- A free Job Search workshop is now being formed for November. Applications, resumes, interviewing and more. Adult Education Center -- 248-4942.

FILM SHOWN--"You Pack Your Own Chute," a film about facing your fears and having a willingness to change will be shown on Wednesday, May 19 at 7 p.m. at the GED Alumni Association meeting at the Juniata-Mifflin Vo-Tech School. Also plans for graduation will be discussed. All supporters of adult education welcome. Call for more information, 248-4942. (5-13)



The Sentinel

Tuesday, April 21, 1987 — Lewistown, Pa.

Job Search workshop

A free job search workshop is now being formed for November. Applications, resumes, interviewing and more. For more information, call the adult education center at 248-4942.

Job search skills

Free workshop to learn job search skills. Applications, resumes, interviewing, more. Begins Jan. 20. Call the Adult Center at 248-4942.

Job search skills

Free workshop to learn job search skills. Learn how to write resumes, succeed in an interview and more. A new workshop begins Feb. 24. Call the Adult Education Center at 248-4942.

Job search

Free workshop to learn Job Search Skills begins March 31. Days or evenings. For information call the Adult Center at 248-4942.

Looking for work?

Looking for work? Job Search helps with workshops teaching interviewing, resume writing and more. For more information, stop at the Adult Center at the Juniata-Mifflin Vo-Tech School, or call 248-4942.

Job searching?

A free workshop to learn job search skills is being offered by the Adult Center. This workshop, which starts on May 12, will be the last one before summer. For more information, call 248-4942.

WEEKEND *Entertainer*

Wednesday, January 7 to Tuesday, January 13



JOB SEARCH WORKS



Are you frustrated by the workings of the job market?
Motivated with a sincere desire to find employment?
Willing to learn and able to follow directions?

Then Job Search is for you.

Job Search is a workshop that helps you master important job search skills. For example, you will learn how to effectively let the employer know what skills and abilities you have to offer; how to locate unadvertised job openings; and how to correctly complete job applications.

Throughout the four week program, you will have free secretarial service and the use of such aids as video equipment to help you practice job interviews.

The next Job Search program begins January 20. The workshop will meet twice weekly, for a total of about 30 hours.

The Adult Education Center offers other programs too, including:

- Adult basic education
- General Education Development (GED)
- Writing skills
- Older Worker Job Search (open to people over 55)
- Project: Drop-In (for high school dropouts aged 18-21, it offers job search training and a paid work experience)
- Project: The Entry (for single parents or housewives ready to enter the job market, training funds and child care assistance are also available)

For information about Job Search and the other programs, contact the Adult Education Center at 248-4942.

TUSCAHOHA INTERMEDIATE UNIT
ADULT EDUCATION CENTER

248-4942

JUNIATA-NIFFLIN AREA
VOCATIONAL TECHNICAL SCHOOL



MAKE YOUR MOVE TODAY

Participant success was publicized locally in our Center newsletter and by a listing on a poster in our Center entitled, "Job Search Success."

JOB SEARCH SUCCESS

What are our Job Searchers up to?
Here's a report on our job hunters since
the Winter Newsletter.

June Hassinger - William Penn Nursing Home
Gail Beers - Tempo Fashions
Vonnice Ridley - Care Giver for Elderly
Marjorie Aguilar - Weis Markets & Central
Penn Business School
Kevin Goss - Lewistown Monument Co.
Karina Bratton - United Cerebral Palsy
Robert Taylor - Brent's Sport Shop
Jolene Colyer - Lubas Restaurant
Sharon Specht - Trinity Plastics
Katherine Myers - Juniata Garments
Lori Reed - Mr. Donut
Allen Tressler - Greenwood Furnace State Park
Linda Downer - Red's Diner
Richard Logue - Fisher Electronics
Jacqueline Morales - McDonald's
Annita Walter - Krautkramer Branson
Theresa Blazanin - Mifflin County Jail
Anthony Rupert - Jamesway
Harry Arentz - Econopane
William Gillispi - J Wood
Susan Leach - William Penn Nursing Home
Pam French - Kelly Girl
Nancy Yoder - Krautkramer Branson
Darrell Stewart - United Parcel Service
Bonnie Hair - United Cerebral Palsy
Ben Davis - Blind Foundation
Judy Headings - County Observer
Kathy Rothrock - Dollar Bargain Store
Kay Fisher - Lewistown Hospital
Hable Cooley - Quick Mart
Richard Stuter - J Wood
Mark Haller - Juniata College

Barb Musical - Pennsylvania Public
Interest Coalition
Heredith McDermott - Lewistown Hospital
Marla Fitzgerald - (Re-Entry)
Larry Rhodes - HMB Singer
Norma Brackbill - Juniata Lumber Supply
Dee Fitzgerald - Holiday Inn
Donna Deaver - (Re-Entry)
Connie Bishop - Masland Carpets
Vanessa Lassie - (Re-Entry)
Tina Allen - (Re-Entry)
Robin Pepper - (Re-Entry)
Glenda Smith - (Empire Beauty School)
Elaine Luter - (Re-Entry)
Carolyn Benier - (Empire Beauty School)
Brenda Tully - (South Hills Business
School)
Susan Hernandez - (South Hills Business
School)
Patricia Arentz - (South Hills Business
School)
Donna Worley - (Re-Entry)
Leslie Moore - (South Hills Business
School)
Nancy Coleman - (South Hills Business
School)
Maryann French - (South Hills Business
School)
Marie Bowles - (South Hills Business
School)
Barbara McKinley - JPPA Training Program
Eileen Lukens - (Re-Entry)

NEVER TOO LATE NEWS

ADULT EDUCATION T.I.U. CENTER GED ALUMNI ASSOCIATION NEWSLETTER

JUNIATA-MIFFLIN AREA VOCATIONAL
TECHNICAL SCHOOL, LEWISTOWN, PA
248-4942

JOB SEARCH WORKS

Our Job Search programs have a new slogan, JOB SEARCH WORKS. Why? We wanted a catchy phrase to capture what our workshops are all about. The Job Search programs in our Center (JTPA, FDE, RE-ENTRY; OLDER WORKER, and DISLOCATED WORKER) all have one thing in common: the techniques we teach WORK. Those of our participants who attend all workshops and follow through with our approaches for investigating and conquering the hidden job market find jobs and jobs they want! If you see a job in your future consider a Job Search Workshop. JOB SEARCH WORKS! Job Search WORKS for Lois Breon:

"Job Search prepares you for looking for a job and for following through with the interview. It was good to be in a class where other people were looking for work. Everyone had good ideas and passed them along to others."

JOB SEARCH WORKS:
Lois Breon, Job Search participant
and Sentinel reporter



Job Search in action!

Since our Spring Newsletter the following Job Search people have obtained jobs:

Clara Moore	Sally Fultz
Blanche Marehood	Lewis Gahagan
Mary Jane Shank	Marti Jo Adair
Linda White	Linda Everly
Michael Snook	Angie Dalton
Charles Snyder	Nancy Briar
Linda Dajani	Amy Suba
Gary Bowersox	Marion Dill
Jeff Horner	Helen Hunter
Tracey Granley	Peggy Maylor
Susan Daubert	Janice Busch
Beatrice Romig	Ruby Gilliland
Mary Lou Ingram	Scott Schellenberg
Shirley Borowski	Karen Riley
Vicki Varner	Ken Mahen
Doug Orner	Terri Blessing
Tammy Shawver	
Cheryl McCattle	
Dana Clark	

SPEECH: TERESA ORR, JOB SEARCH PARTICIPANT

Good evening! My name is Teresa Orr. I've been asked to say a few words to you about Job Search.

First of all, I'd like to say, I would highly recommend Job Search to anyone that is really serious about finding a job. At Job Search you'll learn how to fill out job applications properly, how to write cover letters and resumes. How to conduct yourself at interviews and what I feel is the most important, making phone contacts.

Phone contacts let an employer know what your qualifications are, your interest in working for that employer, and can also be a great way to line up an interview.

These are just some of the important things you can learn at Job Search.

So, if you're just getting into the job market or you're at your wits end trying to find a job, give Job Search a try.

Evaluation - Kenneth Calkin, Project Director

Evaluation was made at mid-year and the end of the program by administrators to be sure specific goals were met. Measurement of success was based on the number of participants staying in the program, reaching their individual goals, and finding employment.

Addressing specific objectives as were stated in our proposal: 1) comprehensive job search assistance has been provided for 42 against the plan of 25 participants. 2) students demonstrated knowledge of their skills and the power to verbalize their strengths by the "proof by example" method. All students also completed 3) comprehensive "paper" skills, 4) interview skills development, and 5) construction of practical job search plans. Statistics on the 42 participants thus far follow.

310 Job Search Statistics

Planned participants 25 Actual enrollment 42 (168%)

69%	{	43%	18 employed
positive		7%	3 entered training
termination		19%	8 completed other personal objective (ex: upgraded position, improved job search skills for future application, etc.)
		21%	9 still enrolled 6/27/87 - actively involved in job search
		10%	4 early separations

=====

As of end of 3/87

86%	{	56%	27 total enrollment
positive		11%	15 employed
termination		19%	3 in training
			5 completed personal objective
		7%	2 still enrolled
		7%	2 early separations

Since 4/8 - Additional workshop because of many requests -
15 additional participants enrolled.

20%	3 employed
-	0 entered training
20%	3 attained personal objective
47%	7 still enrolled
13%	2 early separations

Participants were asked to complete an evaluation of the Job Search program and staff. Some student comments follow. All were extremely positive.

10

JOB SEARCH - 101

All our Job Search participants are asked to complete an evaluation of the program on the last meeting day. The following are responses to the question: On a scale of one to ten (ten-high) how would you rate the Job Search Workshop?

- 10 - The workshop teaches you to be more confident in looking for a job.
- 10 - It showed me several areas where I was lacking. I can better describe my job skills and know how to handle myself in an interview.
- 10 - I learned confidence in myself, and my abilities are very important.
- 10 - Because I came here feeling like a nobody but left feeling very proud of myself and knowing I can get the job I want.
- 10 - The staff is wonderful. They cover everything - even things you never thought of before or considered important. They make you feel like: I can do it!

10 - It has been very helpful to me in understanding the job market. I highly recommend it to anyone seeking employment.

10 - Finally, an organized and logical way to search for the job I want - and I realize I can do it.

9 - I would give a 10 but nothing is perfect. Excellent course. Well worth the time and effort. It really has helped me immensely.

Job Search will conduct limited activities over the summer and be back in full swing in the fall!

TO THANK YOU

Dear Jack, Harold, Lisa, and "The Job Search Team" members,

Thank you for all your instruction, counseling, and your patient, caring attitudes.

And thanks to all the girls who do the behind the scene work, editing, typing, and paper work.

The Job Search class gave me a lot of positive things to think about. It got the wheels turning again.

You all do a great job.

Sincerely yours,
Jeanie Stout

**Participant Evaluation
Job Search Workshop**

Participants were requested to complete this evaluation at completion of program.

Directions: On a scale of one to ten (one - low, ten - high), please answer the following:

1. How would you rate the Job Search Workshop? Please explain: _____
2. How helpful was the Job Search Program? _____
3. How would you rate the skill assessments used? _____
4. How would you rate the directions for completing and utilizing paper tools? _____
5. How would you rate the interviewing training? _____
6. How helpful was the instructor? _____
7. How would you rate the instructor's skills? _____
8. How would you rate the instructor's knowledge? _____
9. How well prepared was the instructor? _____
10. How would you rate the methods of instruction? _____
11. How adequate were the physical facilities? _____
12. How would you recommend this training to other job seekers? _____
13. Overall rating of Job Search? _____
14. Was the information presented: too rapidly _____ just right _____
too slowly _____

Participant Evaluation - Job Search Workshop (continued)

15. What new ideas have you developed as a result of Job Search?

16. Which part of Job Search was most beneficial - how has it helped?

17. What information presented is of no use to you? _____

18. Which aspects of the training did you like best, least? _____

19. Was this training different from other job seeking skills training
you may have had? _____ Please explain: _____

20. Is there anything you would like to see done differently in the Job
Search Workshop? _____ Please explain: _____

21. How useful did you find the textbook The Workbook? _____
_____ Was the reading too hard _____
too easy _____ just right _____
22. Were the handouts you received useful? _____
Too many _____ too few _____
23. What topics, if any, do you desire further assistance on during
follow-up meetings? _____

- Additional comments: _____

Conclusion

The "Tools of the Trade" job search program was highly successful. All goals were met and students' responses to the program were extremely positive.

A program such as this is a great benefit to an ABE center. For so many of our students the next step after ABE/GED training is to find a job. Providing training to make ABE students more employable is certainly highly desirable. At intake we try to determine the holistic needs of each student and at that time help them derive some short and long term goals. Job search skills are a major need for so many towards fulfilling these goals.

Our goal of the future is to continue providing this service for our participants within the context of our ABE curriculum. Necessarily an extensive program such as the one described here will need to be modified in order to meet time and financial considerations. However, having had the opportunity of operating an autonomous job search program, we have gained valuable experience which will certainly be utilized in the future.

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